

## Work sample: Writing a narrative – *In the box*

### Relevant part of the achievement standard

By the end of Year 5 students listen to, read and view a range of spoken, written and multimodal texts, identifying and interpreting main ideas. They listen to and interpret informal and formal presentations and ask relevant questions for clarification. They interpret ideas in texts, linking information in print and images within and between texts. They understand the function of particular text structures, language features and literary devices in constructing meaning in different types of texts. They accurately identify literal and implied information in texts, and interpret and analyse ideas from a variety of print and digital resources. They select relevant textual evidence to support opinions about texts, and recognise that narratives and experiences in texts are shaped by different viewpoints.

Students create a variety of sequenced written, spoken and multimodal texts for a range of informative, imaginative and persuasive purposes and different audiences. They interact with others in informal and formal situations and summarise key points to report to other groups. They use increasing knowledge of text structures to develop coherent texts that link related concepts, selecting information and ideas from personal, literary and researched resources, and adapting imaginative ideas and situations from literature. They use language features and vocabulary in deliberate ways to express and develop ideas, to engage and persuade readers and to convey emotions. They write clear, well-structured sentences and use punctuation to provide structure and meaning in their writing. Individually and in groups they present sequenced presentations on researched topics, using evaluative language to present and support their opinions.

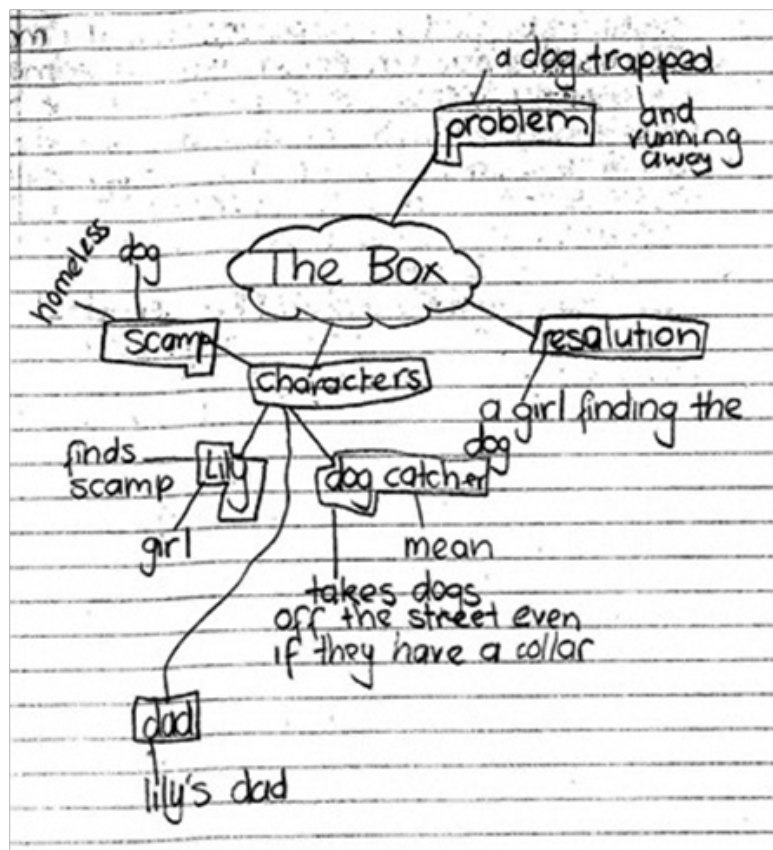
### Summary of task

Students were given the title *In the Box* as a stimulus for writing a narrative. They were asked to:

- develop a story map detailing the generic structure of a narrative (orientation, complication, resolution)
- write an imaginative narrative to entertain using appropriate textual and language features.

**Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.**

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**IN THE BOX!!**

"Got ya you little rascal," growled the dog catcher as he shoved the puppy into a cage. The puppy started to cry. "be quiet you little mutt!" shouted the dog catcher. The dog catcher shut the car boot and jumped into the driver seat and drove away into the distance.

"Can I please have a dog?" asked Lily. "No, not unless you pay for it yourself," said Dad. Lily stormed off into her room and sat on the bed. The sun was setting quickly. Soon it would be dark. Lily quickly put on her coat and packed some of her favourite things. She quickly snuck out the back door.

### Annotations

Uses a graphic organiser to plan the writing of an imaginative text.

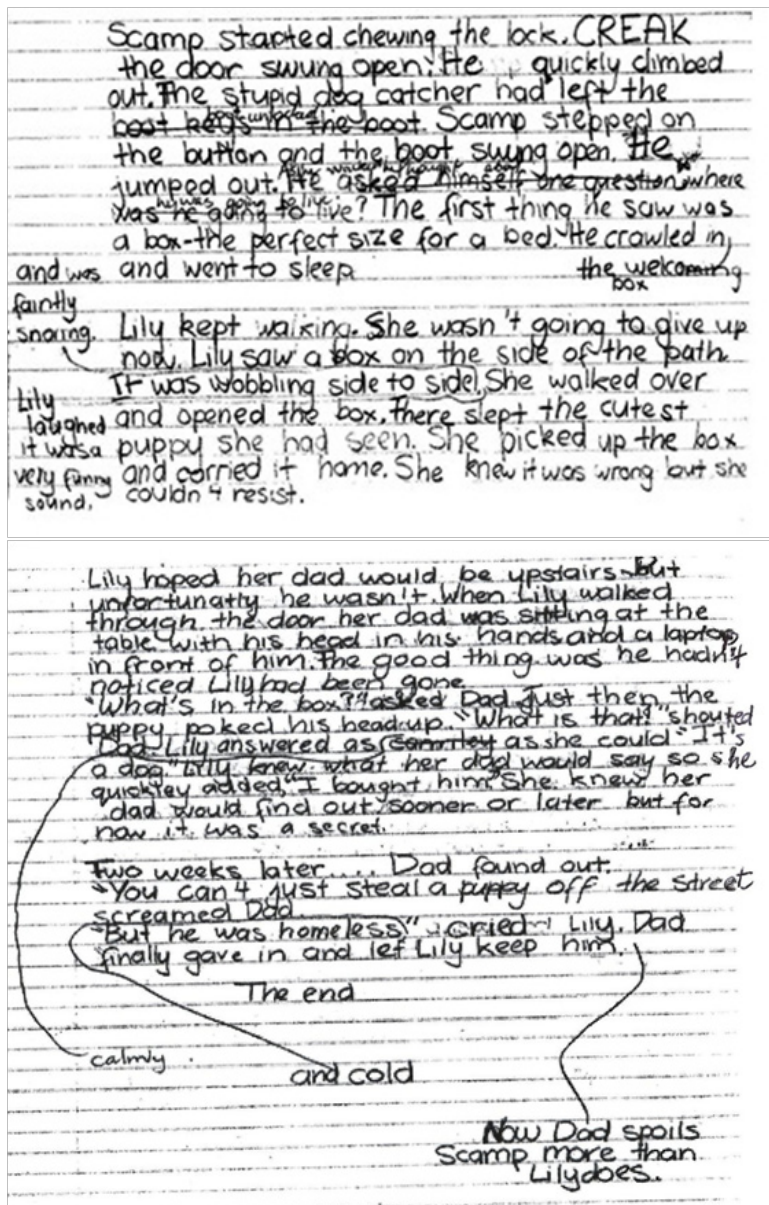
Identifies the planned structure of the text, the characters accompanied by some characterisation, and events to be included in the text.

Uses dialogue in the initial sentence to engage the reader.

Writes a story using narrative structure however experiments with the 'typical' structure and begins the story with the 'problem'.

Develops characterisation through the use of effective verbs and verb groups, for example the dog catcher 'growled', Lily 'quickly snuck out ...'.

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Applies understanding of literary techniques authors use to engage the reader, for example 'CREAK' (onomatopoeia).

Uses a variety of sentence structures ranging from simple to complex.

Uses paragraphs to sequence storyline.

Edits writing for accuracy and to improve the story line by changing or adding details.

Controls punctuation for dialogue and uses some punctuation conventions for effect, for example ellipses.

### Annotation summary

This work sample demonstrates understanding of the structure and features of a narrative text. The student experiments with the 'typical' structure and innovates the order of the events effectively. The characters are developed through dialogue and the careful selection of speaking verbs such as 'screamed'. The work sample provides evidence of planning, editing and attention to paragraphing, punctuation and spelling.

#### Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.